

## Gifted and Talented Homework: Catherine Walkear

### Short-term Scheme of Work: Year 7 Science Topic 7D – Variation and Classification

LESSON NUMBER	LESSON TITLE	LESSON OBJECTIVES:	SUGGESTED ACTIVITIES (Reference can be made to starter, main and plenary)	ASSESSMENT OPPORTUNITIES (This should include formative assessment - AFL)	DIFFEREN- TIATION (Reference should be made to provision for AEN students including EAL, LS and G&T)	RESOURCES	SUGGEST HOMEWOI
1	All the Same?	<ul style="list-style-type: none"> <li>• know differences between living things is called variation.</li> <li>• know if there are enough differences between organisms, they are different species.</li> <li>• recognize that here is variation between the members of a species.</li> <li>• know some variations are inherited</li> </ul>	<p>Transition Quiz and Worksheet</p> <p>Unit Keywords</p> <p>Discuss features and species P36 Text Bk</p> <p>Activity D1a – Spot the Species</p> <p>D1 Plenary – matching words and definitions</p>		Give a copy of keywords to ESL teacher		

2	Do Big People have Big Feet?	<ul style="list-style-type: none"> <li>plan and carry out an investigation to compare variations between members of the class.</li> <li>identify and control relevant variables</li> <li>use equipment to collect appropriate data</li> </ul>	D1b Activity Sheet  Discuss variables  Plan procedure and design results table  Collect data (can use a spreadsheet)			Meter rulers  Laptops if using a spread sheet	
3	Do Big People have Big Feet?	<ul style="list-style-type: none"> <li>produce a scattergraph</li> <li>form a conclusion</li> <li>evaluate the strength of the evidence and consider sample size</li> </ul>	Process data – plot a scatter graph (by hand or use a spreadsheet)  Write conclusion and evaluation			Laptops if using a spread sheet	
4	Differences Count	<ul style="list-style-type: none"> <li>understand individuals are like their parents but they are not identical to them.</li> <li>recognize that environmental differences can result in variations in a species.</li> <li>recognize some variations are a combination of both inherited and environmental causes</li> </ul>	D2 Starter Sort features into whether they are inherited, environmental or both  D2a Life in the Shade – collecting and comparing leaves from sunny/shady sites			Rulers Leaves (either provided or allow students to go out and collect own)	D2 Homew

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5	Differences Count	<ul style="list-style-type: none"> <li>• understand individuals are like their parents but they are not identical to them.</li> <li>• recognize environmental differences can result in variations in a species.</li> <li>• recognize some variations are a combination of both inherited and environmental causes</li> </ul>	D2b Activity – comparing fingerprints			Ink pad Plain paper Laptop for spreadsheet	

6	Sorting Living Things	<ul style="list-style-type: none"> <li>• explain the importance of classifying living things</li> <li>• identify living things as animals, plants, microorganisms and fungi and describe some features of these</li> <li>• explain how animals are subdivided into vertebrates and invertebrates</li> <li>• explain why a bacteria cannot be classified as a plant or an animal</li> </ul>	<p>D3 Special Wordsearch</p> <p>Students sort cards of different organisms using their own grouping criteria</p> <p>P40 Text Bk – actual classifications</p> <p>Draw a table and correctly classify organisms</p> <p>P41 Text Bk Introduce vertebrates and invertebrates, Qs 2 - 5</p>			Laminated cards of organisms	
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7 + 8	Different Groups	<ul style="list-style-type: none"> <li>• identify vertebrates as mammals, birds, reptiles, amphibians and fish and describe some features of these</li> <li>• identify invertebrates as jellyfish, flatworms, segmented worms, starfish, roundworms, molluscs and arthropods</li> <li>• describe how arthropods are subdivided into crustaceans, centipedes/ millipedes, spiders and insects</li> </ul>	<p>Introduce subgroups – Classification Tree (T drive)</p> <p>Split students into 10 groups</p> <ol style="list-style-type: none"> <li>1. mammals</li> <li>2. birds</li> <li>3. reptiles</li> <li>4. amphibians</li> <li>5. fish</li> <li>6. jellyfish</li> <li>7. worms(flat, segmented, round)</li> <li>8. starfish</li> <li>9. molluscs</li> <li>10. arthropods</li> </ol> <p>Groups research features of their given classification. Complete research rubric (T:drive) Produce a poster.</p>			<p>Classification Tree</p> <p>Research Rubric (A3)</p> <p>Media centre, laptops Poster paper</p>	Research f poster
9 + 10	Review and Test	•					

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	Review and Test		Glossary exercise in scheme Test yourself review questions Posters based on checklist evaluation				

## 42 Grid Multiple Intelligences & Bloom's Taxonomy

Eight Ways to be Gifted	Bloom's Taxonomy: Six Thinking Levels					
	Knowing	Understanding	Applying	Analysing	Evaluating	Creating
Verbal I enjoy reading, writing and speaking						
Mathematical I enjoy working with numbers & science						
Visual/Spatial I enjoy painting, drawing & visualising						
Kinaesthetic I enjoy doing hands-on activities, sports and dance.						
Musical I enjoy working with others						
Interpersonal I enjoy working with others						
Intrapersonal						

I enjoy working by myself						
Naturalist I enjoy being outdoors, in a natural environment						

### Blooming Smarts Master Planning Matrix

	<b><i>Word Smart</i></b>	<b><i>Math/Logic Smart</i></b>	<b><i>Picture Smart</i></b>	<b><i>Body Smart</i></b>	<b><i>Music Smart</i></b>	<b><i>Group Smart</i></b>	<b><i>Self Smart</i></b>	<b><i>Nature Smart</i></b>



<b>Remembering</b> ➤ Recognising ➤ Listing ➤ Describing ➤ Identifying ➤ Retrieving ➤ Naming ➤ Locating ➤ Finding	<ul style="list-style-type: none"> <li>• know differences between living things is called variation.</li> <li>• know if there are enough differences between organisms, they are different species.</li> <li>• recognize that there is variation between the members of a species.</li> <li>• know some variations are inherited</li> </ul>							
<b>Understanding</b> ➤ Interpreting ➤ Exemplifying ➤ Summarising ➤ Inferring ➤ Paraphrasing ➤ Classifying ➤ Explaining								
<b>Applying</b> ➤ Implementing ➤ Carrying out ➤ Using ➤ Executing								
<b>Analysing</b> ➤ Comparing ➤ Organising ➤ Deconstructing ➤ Attributing								

➤ Outlining ➤ Structuring ➤ Integrating								
<b>Evaluating</b> ➤ Checking ➤ Hypothesising ➤ Critiquing ➤ Experimenting ➤ Judging ➤ Testing ➤ Detecting ➤ Monitoring ➤								
<b>Creating</b> ➤ Designing ➤ Constructing ➤ Planning ➤ Producing ➤ Inventing ➤ Devising ➤ Making								

Tic-Tac-Toe
